

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति



National Council for Teacher Education

(A Statutory Body of the Government of India)
Southern Regional Committee

Code No : APS01364

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Date : 17/12/03

BY RPAD

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ORDER

WHEREAS, the applicant institution viz. **SOURASHTRA TEACHER TRAINING INSTITUTE, SAYANAPURAM, SIVAGANGAI DISTRICT, TAMILNADU** had applied for grant of recognition for establishment of **Elementary** course of two year duration on **08.07.03** and the NOC Endorsement was submitted on **23.06.03**.

NCTE is established with a view of achieving planned and co-ordinated development of teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

The Hon'ble Supreme Court vide Judgement in C.A.No.1068 2003 has very clearly defined the crucial role of the State Government as under :

••The role of the State Government is certainly important for supplying the requisite data which is essential for formation of opinion by the Regional Committee while taking a decision under Sub-Section 3 of Section 14 of NCTE Act. Therefore no exception can be taken to such a course of action••

The Supreme Court has also stated as under:

••As mentioned earlier there are only four Regional Committees in the whole country and, therefore, each Regional Committee has to deal with applications for grant of recognition from several States. It is therefore obvious that it will not only be difficult but almost impossible for the Regional Committee to itself obtain complete particulars and details of financial resources, accommodation, library, qualified staff, laboratory and other conditions of the institution which has moved an application for grant of recognition. The institution may be located in the interior of the district in a far away State. The Regional

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Committee cannot perform such Herculean task and it has to necessarily depend upon some other agency or body for obtaining necessary information. It is for this reason that the assistance of the State Government or Union territory in which that institution is located is taken**.

This clearly indicates that the input from the State Government in the matter of establishing Teacher Training Institutions is very vital for taking decision by the Regional Committee. SRC, before taking decisions on this application, sought clarifications from the State Government regarding the criteria adopted for issuance / non-issuance of NOC to the applicants. The clarification given by the State Government is as follows :

**The Department of School Education, Government of Tamilnadu has examined the issue of opening of new Teacher Training Institutes to conduct the Diploma in Teacher Education course in Tamilnadu. The decision to grant NOC only to 43 institutes was based on the following :

- 1) As on date trained candidates for the post of Secondary Grade Teachers available with the Employment Exchange is 23,454.
- 2) we are in the process of training students of the de-recognised institutes to the tune of 15,670. Apart from this, about 6300 candidates are being granted Diplomas this year. This number might increase next year if the balance of 5 institutions are also granted additional intake from the present level of 40 students.
- 3) Consequent to the approval by the NCTE, the new proposed institutes will pass out a minimum of 1500 diploma holders annually.
- 4) As the existing number of vacancies is only 11587, and the retirement rate in the State is between 2 to 3%, any further increase in the strength of Diploma holders will lead to large number of unemployed Diploma holders.
- 5) It is also found that most of the Diploma holders have not been absorbed in any of the Private sector institutes in India or abroad. Further, as there are other avenues available for +2 students in Government as well as in private professional and Arts & Science Colleges, there will not be any additional requirement for seats in this sector other than what is envisaged from 43 institutions for which NOC has been granted.

It is once again reiterated that rejection of NOC has been made not only based on factors contained in Section 14(3) of the NCTE Act, but also based on the fact that no additional Teacher Training Institutes are required in the State due to the unemployment among the trained teachers**.

In addition to this, the Secretary, Department of Education, Government of Tamilnadu who participated in 65th SRC meeting further stated that the institutions which did not satisfy the criteria fixed by the State Government were not considered for the grant of NOC. The Secretary further substantiated that in addition to the man power assessment the State Government also considered the requirement of Teacher Training Institutions in the districts. Further, the State Government has also looked into the NCTE norms and regulations regarding infrastructural and instructional facilities as stipulated in the guidelines issued by NCTE to the State Governments.

Besides keeping in view the objects of the Act viz. planned and co-ordinated development of Teacher Education system in the country, the input from the State Government as clearly elucidated above, SRC carefully examined your application in terms of the report submitted by the Government of Tamilnadu regarding infrastructural and instructional facilities. The following deficiencies have been pointed out.

1. The following provisions for proper instructions are not available.
 - (a) Laboratory Equipment
 - (b) Furniture
 - (c) Qualified teaching and non-teaching staff details not furnished.
2. There is no provision of staff quarters for the required number of staff.

After a detailed examination of your application in the light of

- (a) Supreme Court Judgement vide CA 1068/2003
- (b) Input received from the State Government regarding the manpower assessment.
- (c) The data available from the Institute of Applied Manpower Research on the requirement of trained teacher in the elementary level in the State of Tamilnadu.

